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PARTICIPANTS IN THE NATIONAL ACHIEVEMENT SCHOLARSHIP PROGRAM FOR NEGROES.

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DATA ON THE PARTICIPANTS IN THE 1964 NATIONAL ACHIEVEMENT SCHOLARSHIP PROGRAM (NASP) FOR NEGRO YOUTH WERE COLLECTED AND COMPARISONS MADE BETWEEN NOMINEES, FINALISTS, WINNERS, NATIONAL MERIT SCHOLARSHIP FINALISTS, OTHER NONWHITE STUDENTS, AND THE SCHOOL POPULATION GENERALLY. THE AIM OF NASP IS TO FIND THE MOST ABLE NEGRO YOUTH AND TO HELP THEM FINANCIALLY TO ATTEND COLLEGE. DATA WERE OBTAINED ON THE YOUTHS' SECONDARY SCHOOLS, ASPIRATIONS, FAMILY AND SOCIOECONOMIC BACKGROUNDS, AND ON THEIR SCORES ON CERTAIN TESTS. AMONG THE FINDINGS OF THIS STUDY WERE THE FOLLOWING-- (1) ALMOST ALL OF THE FINALISTS' VOCABULARY TEST SCORES WERE ABOVE THE AVERAGE SCORE OF COLLEGE FRESHMEN, (2) THE GOALS OF NASP WERE GENERALLY HIGHER THAN NATIONAL MERIT FINALISTS AND MUCH ABOVE THOSE OF AVERAGE STUDENTS, (3) THE MEDIAN FAMILY INCOME OF FINALISTS WAS HIGHER THAN THAT OF ALL OTHER NONWHITE FAMILIES AND IN THE OPINION OF THE JUDGES SHOWED A SMALL POSITIVE RELATIONSHIP TO ABILITY, (4) THE PARENTS OF NOMINATED STUDENTS HAD MORE EDUCATION THAN THOSE OF OTHER NONWHITE STUDENTS AND PARENTS' EDUCATION WAS FELT TO BE RELATED TO THE ABILITY OF THE NOMINEES, (5) NOMINATED STUDENTS MORE FREQUENTLY CAME FROM INTACT FAMILIES THAN DID OTHER NONWHITE STUDENTS, AND MORE FINALISTS AND WINNERS CAME FROM INTACT FAMILIES THAN DID THOSE NOT SELECTED, AND (6) FINALISTS TENDED TO BE AMONG THE OLDER CHILDREN IN THEIR FAMILIES. (EF)

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Participants in the National Achievement Scholarship Program for Negroes

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NATIONAL MERIT SCHOLARSHIP CORPORATION

Abstract

In the fall of 1964 all of the nation's secondary schools were invited by mail to nominate outstanding Negro students for participation in the first annual competition of the National Achievement Scholarship Program (NASP). A total of 1280 schools nominated 4288 students. A committee reviewed the credentials of the nominated students and selected 629 Finalists and commended an additional 1958 students. A second committee selected 224 Scholars from among the Finalists. The Scholars were awarded four year college scholarships with stipends ranging from $250 to $1,500 per year depending on need. The objective of the program is to call attention to the most able Negro youth and to help financially as many to attend college as funds will permit.

Among the findings in this study of the program are the following:

Nomination was unrelated to high school size, but the most able students as determined by the selection committees more frequently came from large schools than from the smaller schools.

Sixty-two percent of the nominees were girls. In both high school rank and test scores there were slight nonsignificant differences in favor of the girls.

The median vocabulary test score of the Finalists was at about the 93rd percentile of all high school juniors. Almost all Finalists scored above the average score of entering college freshmen.

NASP Finalists had high aspirations; their goals were generally higher than comparable groups of National Merit Finalists and much above those of average students.

The median family income of Finalists was higher than that of all non-white families, and was very similar to that of the total U. S. population; yet 24 percent of the Finalists' families had incomes under $4,000. Family income showed a small positive relationship to ability as judged by the selection committees.

The parents of nominated students had more education than the non-white population of a similar age. Education of parents was related to ability of the nominees as judged by the selection committees.

Nominated students more frequently came from intact families than do members of the non-white population of the same age, and those selected as Finalists and Scholars more frequently came from intact families than those not selected.

NASP Finalists tended to come from larger families than Merit Finalists do. Like the Merit Finalists they tended to be among the older children in the family.

Participants in the National Achievement Scholarship Program for Negroes

Roy J. Roberts and Robert C. Nichols

The National Achievement Scholarship Program (NASP) administered by the National Merit Scholarship Corporation identifies outstanding Negro high school students and gives them the financial aid necessary to attend college. Aside from helping deserving students, the program provides public recognition for intellectual achievement and hopefully will make academic success more attractive to able Negro youth.

The first NASP Scholars, who entered college in fall, 1965, were selected by a three-stage process. First, all of the nation's high schools were asked to nominate outstanding Negro seniors. Second, a committee composed primarily of college admissions officers and high school counselors used the nomination material to select a group of Finalists and a second group of Commended students. The Finalists were selected separately from each of four geographic areas in numbers proportional to the Negro school population in those areas (See Figure 1). Third, additional information was collected from the Finalists and a second committee selected the Scholars, maintaining the regional balance. The second committee also selected a group of Alternates, some of whom later were awarded scholarships. In this report the 24 Alternates who were later awarded scholarships were considered as Finalists and not as Scholars.

The goal of the selection process was the identification of students of high ability as revealed through solid records of achievement. Financial need was not a consideration in selection, but was used in determining the amount of the stipend awarded each Scholar.

Nominations of 4288 students from 1280 high schools were received. The nomination form included information from the student about his family

Fig. 1 Geographic areas from which Finalists and Scholars were selected in numbers proportional to the Negro population of the area. Alaska and Hawaii are included in area IV.

background, achievements, college and career plans, and information from a high school official including the student's rank in class and the size of his class. Most of the 1280 nominating schools also completed a questionnaire about the school and surrounding community.

The first committee selected 629 Finalists and commended 1958 students. The Finalists then took a 176-item vocabulary test and completed a questionnaire concerning their attitudes, goals, and background. The primary information used by the second selection committee included test scores, rank in class, and scores on some predictor scales derived from a previous analysis (Nichols, 1965) of questionnaire items concerning interests and behaviors. Many of the items used in this report were intended for research and were not available to the selection committee.

Background of the Participants

Table 1 summarizes the participation and selection in the program. The number of students to be selected from each of the four geographic areas was based on census information about the Negro population. Thirty-one percent of the Finalists and Scholars were to come from Area 1, 31% from Area 2, 29% from Area 3, and 9% from Area 4. Of the 4288 students who were nominated, 32.8% were from Area 1, 31.6% from Area 2, 26.9% from Area 3, and 8.7% from Area 4. There is little practical difference in the two sets of percentages: the students nominated were distributed in the geographic areas about as would be expected from the population.

Table 1

Number of NASP Participants by Status, Area, and Sex

	Area 1		Area 2		Area 3		Area 4		Total		
Status	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Scholar	25	37	24	38	31	27	9	9	89	111	200
Finalist	61	83	50	88	47	52	28	20	186	243	429
Commended	331	427	147	340	158	351	75	129	711	1247	1958
Other	188	256	237	429	176	310	52	53	653	1048	1701
Total	605	803	458	895	412	740	164	211	1639	2649	4288

Note: Twenty-four Finalists later became Scholars, bringing the total number of scholarships awarded to 224.

Sex Ratio. Of those nominated, 61.8% were girls. Only 50.5% of the non-white high school students 14 to 17 years old are female (U. S. Bureau of the Census, 1965a), so there was a significant tendency for the NASP nominations

to favor girls. The larger number of girls was not due to lower objective standards for girls on the part of the nominating schools, since there was a slight nonsignificant difference in favor of girls in both test score and rank in class.

Among students in general girls make better school grades than boys (Tyler, 1956, p. 249), and it may be that sex differences in school achievement among Negroes are even greater than in the general population. In 1960, 39.4% of the nonwhite boys aged 16 to 17 who were enrolled in school were at least one grade below the mode for their age compared with 27.2% of the girls. The difference was in the same direction, but considerably smaller for white students (U. S. Department of Labor, 1965).

In Areas 2 and 3, primarily Southern states, the girls were 65.3% of the total, significantly more than the 56.9% girls in Areas 1 and 4. It has been suggested that the situation of the American Negro gives a relative advantage to the female (U. S. Department of Labor, 1965); and the finding that the NASP nominations favored girls, and that the difference was largest in the South, could be interpreted as support for these speculations.

Family Stability. The parents of 75.5% of the Scholars were reported to be living together. The comparable percentages from the other participants were: Finalists, 72.5%; Commended, 68.9%; remainder, 68.1%. The percentage for Scholars was significantly higher ($p < .05$) than the percentages for Commended students and for the remainder.

These percentages of intact families may seem low. Slightly more than 80% of the Project Talent representative sample of high school students lived with their mother and father (Flanagan et al., 1964). However, only about 66% of all nonwhite children under 18 are living with both parents (U. S. Bureau of the Census, 1960). This percentage is not directly comparable to the

percentages reported for NASP participants, since the latter were all about 17 or 18 years old.[1] It seems likely, however, that the family stability rate for the NASP participants is not lower than that for the population of Negro 17 and 18 year-olds, and it may be higher.

Siblings. The median number of siblings reported by the 618 NASP Scholars and Finalists who responded was nearly two. The median reported by 1540 Finalists in the National Merit Scholarship Program was almost exactly one. Only 5.5% of the Merit Finalists had four or more siblings, while 30.4% of the NASP Finalists and Scholars did. The two distributions were significantly different ($p < .001$).

Among the NASP Scholars and Finalists from two-child families, 64.4% were first born; among those from three-child families, 43.4% were first-born, and 29.4% were second-born; among those from four-child families 35.2% were first-born, 22.0% second-born, and 33.0% third-born. In all three family sizes there was a significant deviation from the expected even splits. A similar tendency for talented students to be the first born in their families has been found repeatedly among National Merit Scholars and Finalists.

Parents' Education. The education of the fathers of the NASP participants is shown in Table 2. The Finalist-Commended difference was not statistically significant, but in all the other comparisons, the fathers of the higher status participants had significantly more education ($p < .001$). The fathers from Areas 1 and 4 had significantly more education than those from Areas 2 and 3 ($p < .001$). In addition, the fathers from Area 4 had significantly more education than those from Area 1 ($p < .05$).

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1. The percentage for the population of nonwhite 18-year olds seems likely to be lower than 66% since families with younger children are probably more often intact: there has been less time for disintegration. This reasoning is supported by the available statistics on the white population: the stability rate reported for the Project Talent sample was about 80%; the rate for all white children under 18 is 90% (U. S. Bureau of the Census, 1960).

Table 2

Percentage of NASP Participants by Area, NASP Status, and Father's Education

Area and Status	N	Years of Father's Education						
		0-6	7-8	9-11	12	13-15	16	17-18
Area 1								
Scholar	58	6.9	5.2	12.1	20.7	13.8	19.0	22.4
Finalist	131	5.3	8.4	18.3	29.0	13.7	15.3	9.9
Commended	696	5.3	12.5	22.7	27.9	11.8	10.9	8.9
Other	393	9.4	16.3	23.9	24.9	12.5	6.9	6.1
Total	1278	6.7	12.9	22.1	26.8	12.3	10.5	8.8
Area 2								
Scholar	61	--	11.5	4.9	21.3	16.4	19.7	26.2
Finalist	129	15.5	12.4	23.3	17.1	10.1	8.5	13.2
Commended	447	18.6	19.7	21.0	12.5	8.7	10.3	9.2
Other	582	24.4	20.8	20.8	17.7	6.7	5.3	4.3
Total	1219	20.1	19.0	20.3	15.9	8.3	8.2	8.1
Area 3								
Scholar	55	18.2	7.3	10.9	21.8	3.6	10.9	27.3
Finalist	91	19.8	22.0	17.6	13.2	6.6	11.0	9.9
Commended	453	16.1	19.4	19.0	20.5	7.9	8.2	8.8
Other	435	20.9	23.0	20.2	21.8	4.4	5.7	3.9
Total	1034	18.6	20.5	19.0	20.5	6.1	7.5	7.8
Area 4								
Scholar	16	--	12.5	6.2	37.5	18.8	6.2	18.8
Finalist	44	2.3	11.4	22.7	22.7	13.6	20.5	6.8
Commended	188	5.9	7.4	17.6	33.5	13.3	9.0	13.3
Other	99	6.1	12.1	21.2	27.2	13.1	10.1	10.1
Total	347	5.2	9.5	18.7	30.5	13.5	10.7	11.8
Total								
Scholar	190	7.4	8.4	8.9	22.6	12.1	15.8	24.7
Finalist	395	11.6	13.2	20.3	20.8	10.9	12.7	10.6
Commended	1784	11.4	15.5	20.8	22.8	10.2	9.9	9.4
Other	1509	18.3	19.7	21.5	21.4	8.0	6.2	5.0
Total	3878	13.9	16.6	20.4	22.0	9.5	9.0	8.6

Note: N's for this and subsequent tables may be less than the total number of participants shown in Table 1 because cases with missing data were not included.

A representative sample of 3397 college seniors (Nichols and Davis, 1962) reported the education of their fathers as follows: eighth grade or less, 22%; some high school, 17%; high school, 21%; some college, 14%; college, 12%; advanced degree, 13%. The NASP Scholars' fathers had more education than this sample ($p < .001$), while the NASP Finalists' fathers were not significantly different from the representative sample in years of formal education.

Of the 3397 college seniors referred to above, 113 had been Finalists in the National Merit Scholarship program. These Merit Finalists reported their fathers' educations as follows: eighth grade or less, 8%; some high school, 11%; high school, 15%; some college, 17%; college, 23%; advanced degree, 25%. This distribution is somewhat, but not significantly, higher than that of the NASP Scholars' fathers.

The education of the mothers of the NASP participants is shown in Table 3. The same relationships with NASP status and geographical region described for fathers' education appeared among the mothers. Mothers of higher status participants had more education, and mothers from Areas 1 and 4 had more education than those from Areas 2 and 3.

The representative sample of college seniors reported the education of their mothers as follows: eighth grade or less, 16%; some high school, 16%; high school, 33%; some college, 17%; college, 15%; advanced degree, 4%. The NASP Scholars' mothers had considerably more education ($p < .001$). The NASP Finalists' mothers were relatively similar, although they too exceeded the mothers of the representative sample ($p < .01$).

The 113 Merit Finalists reported the education of their mothers as follows: eighth grade or less, 4%; some high school, 8%; high school, 34%; some college, 20%; college, 28%; advanced degree, 6%. The median of the NASP Scholars' mothers appears to be higher, but the difference was not statistically

Table 3

Percentage of NASP Participants by Area, NASP Status, and Mother's Education

Area and Status	N	Years of Mother's Education						
		0-6	7-8	9-11	12	13-15	16	17-18
Area 1								
Scholar	60	3.3	3.3	8.3	20.0	16.7	36.7	11.7
Finalist	148	2.0	10.1	10.1	39.2	12.8	18.2	7.4
Commended	741	2.2	7.7	17.5	41.0	15.8	10 3	5.5
Other	427	2.6	10.1	20.8	39.3	13.3	10.8	3.0
Total	1376	2.3	8.5	17.4	39.4	14.8	12.4	5.2
Area 2								
Scholar	62	6.5	--	6.5	25.8	6.5	38.7	16.1
Finalist	134	7.5	13.4	22.4	19.4	12.7	19.4	5.2
Commended	476	7.8	19.1	24.8	17.9	9.9	15.3	5.3
Other	631	10.9	21.1	29.0	20.0	7.0	9.2	2.9
Total	1303	9.2	18.6	25.7	19.4	8.6	13.9	4.6
Area 3								
Scholar	58	5.2	10.3	15.5	27.6	8.6	24.1	8.6
Finalist	97	7.2	17.5	18.6	23.7	7.2	20.6	5.2
Commended	490	4.9	18.6	22.0	23.3	9.2	15.5	6.5
Other	469	11.9	20.9	27.7	20.9	7.9	8.1	2.6
Total	1114	8.1	19.0	23.8	22.5	8.4	13.3	4.8
Area 4								
Scholar	18	--	11.1	--	27.8	22.2	22.2	16.7
Finalist	48	--	8.3	16.7	27.1	18.8	29.2	--
Commended	198	1.0	7.1	21.2	31.3	23.2	9.6	6.6
Other	99	4.0	7.1	21.2	31.3	16.2	16.2	4.0
Total	363	1.7	7.4	19.6	30.6	20.7	14.6	5.5
Total								
Scholar	198	4.5	5.1	9.1	24.7	11.6	32.3	12.6
Finalist	427	4.7	12.6	16.6	28.1	12.2	20.4	5.4
Commended	1905	4.1	13.3	20.9	29.7	13.4	12.8	5.8
Other	1626	8.6	17.3	26.0	26.0	9.5	9.7	2.9
Total	4156	6.0	14.4	21.9	27.8	11.6	13.3	5.0

significant. The NASP Finalists' mothers, however, had considerably less education than the mothers of the Merit Finalists ($p < .001$).

The mothers of the NASP participants had more education than the fathers ($p < .001$). In the Negro population of approximately the same age women exceed men in education; the difference is smaller in the white population. In 1964 the median number of school years completed by Negro men aged 35 to 44 was about 9.4; for Negro women of the same age the median was about 10.3. In an older age range, 45 to 54, the median for Negro men was about 8.2, the median for women about 8.3. For the white population aged 35-44 there is no sex difference: the median is about 12.3. In the age range 45-54 the median for men is about 11.9 and that for women about 12.1 (U. S. Bureau of the Census, 1965b).

It has been established that the parents of the NASP Scholars have more education than the parents of a representative sample of college students. What of the total group of NASP participants? Slightly over 49% of the fathers had 12 or more years of education as did almost 58% of the mothers. The education of the Negro population, as reported above for two age ranges, is considerably less. From the white population medians it can be estimated that over 50% of both sexes of the same age as the NASP parents had 12 or more years of education. The excess over 50% can not be calculated, but the conclusion that the parents of the NASP participants do not have significantly more education than the white population of the same age seems safe.

Parents' Occupations. A number of the fathers of the Scholars worked in education: there were 14 teachers, 12 school administrators, four college professors, and one college administrator. There were nine physicians, two dentists, and eight clergymen. Unskilled work accounted for 31, and semi-skilled work for 40 fathers. Fifteen of the fathers might be considered

businessmen. Twenty were postal employees and four were in other clerical work. A total of 20 Scholars gave no occupations for their fathers. The remaining 20 included four laboratory technicians, four government employees, two armed forces officers, two forester-conservationists, a chemist, a social scientist, an engineer, a mortician, a veterinarian, an artist, a librarian, and a youth worker.

Family Income. The families of those named as Finalists were requested to submit complete financial information and almost all did so. The highest gross income reported was over $60,000. On the other hand, seven Finalists' families reported having no income or assets for the previous year. Thirty-nine families chose not to report the financial information and requested a minimum scholarship award. Table 4 shows the distribution of reported annual incomes before taxes of families of Finalists and Scholars. Median incomes for the various groups can be calculated from these data. The median income

Table 4

Percentage of Scholars' and Finalists'

Families in Various Income Categories by Area

Family Income	Area 1		Area 2		Area 3		Area 4	
	Scholars (N=62)	Finalists (N=144)	Scholars (N=62)	Finalists (N=137)	Scholars (N=58)	Finalists (N=96)	Scholars (N=18)	Finalists (N=47)
0-1,999	1.6	7.6	3.2	15.3	6.9	13.5	0.0	6.4
2,000-3,999	4.8	16.7	8.1	19.0	15.5	21.9	27.8	8.5
4,000-5,999	14.5	16.0	16.1	26.2	24.1	16.7	16.7	19.1
6,000-7,999	17.7	17.4	17.7	16.8	12.1	13.5	5.6	23.4
8,000-9,999	12.9	12.5	12.9	3.6	12.1	12.5	16.7	4.3
10,000-14,999	22.6	16.0	27.4	12.4	17.2	7.3	22.2	29.8
15,000-19,999	9.7	6.2	1.6	1.5	6.9	3.1	5.6	2.1
20,000 or more	8.1	1.4	4.8	0.0	1.7	1.0	0.0	0.0
requested minimum stipend	8.1	5.6	8.1	5.1	3.4	8.3	5.6	6.4
no financial report	0.0	0.7	0.0	0.0	0.0	2.1	0.0	0.0

of the Scholars' families ($8,300) was significantly higher than that of the Finalists' families ($6,000). The tendency for the selection procedure to identify students from higher income homes was almost certainly due to a real relationship between academic ability and economic status. For all Finalists the correlation between the selection test score and family income was .24. Within regions the correlations were: Area 1, .20; Area 2, .30; Area 3, .13; Area 4, .19.

Books in Home. The number of books in a home might be considered a rough index of the cultural resources of the home. The median number of books reported by NASP Finalists and Scholars was around 130. Responses of high school seniors participating in Project Talent yield an estimate of 74 for the population median (Flanagan et al., 1964). The NASP Scholars and Finalists had significantly more books in their homes than the Project Talent sample.

Size of Home Town. Over 60% of the Finalists and Scholars came from a central city with a population of 10,000 or more, and almost 20% came from a suburb. Less than 60% of a random sample of participants in the National Merit Scholarship program (N=726) came from these two kinds of towns combined. The difference between the two percentages is significant ($p < .001$) indicating that the NASP Finalists and Scholars were more urban than National Merit Scholarship participants. (Merit participants are primarily college-bound students and are somewhat more urban than the U. S. population).

Negroes in the U. S. are now more urbanized than whites (U. S. Bureau of the Census, 1965a), but not to an extent sufficient to explain the difference between the NASP Finalists and Scholars and the Merit participants. In 1960, about 30% of the nonwhite population enrolled in high school was classified as "rural" by the U. S. Bureau of the Census (1965a), while about 12% of the NASP Finalists and Scholars reported coming from "farm or open country."

Even though the classifications are not exactly the same, it is likely that the NASP Scholars and Finalists are less rural than the nonwhite school population.

A sample of Finalists in the National Merit Scholarship program (N=789) reported about the same urban percentages as the NASP Finalists and Scholars, about 80% from a city with a population of 10,000 or more or a suburb. The Merit Finalists came more often from a suburb and the NASP Finalists and Scholars from a central city ($p < .001$).

Religion. A very small percentage--1.8% of boys and 0.6% of girls--of the NASP Finalists and Scholars reported having been reared in no religion. The corresponding percentages for a sample of National Merit Finalists were higher--5.4% for boys (N=427), 4.7% for girls (N=362). For both sexes the difference between Merit and NASP Finalists was statistically significant (boys, $p < .05$; girls, $p < .001$). In a sample of participants in the National Merit Scholarship program, 1.2% of the boys (N=342) and 1.6% of the girls (N=384) reported being reared in no religion; these percentages are not statistically different from those of the NASP Finalists and Scholars.

Having no current religious preference at the time of completing the questionnaire was reported by 4.0% of the male NASP Finalists and Scholars and 3.1% of the girls. Of the Merit Finalists, who responded during the summer after high school graduation, 17.8% of the boys and 11.0% of the girls reported no current religious preference. The sample of National Merit participants was once again not very different from the NASP Finalists and Scholars: 5.8% of the boys and 3.4% of the girls had no current religious preference.

Life Goals. The NASP Finalists and Scholars rated a list of life goals as either "essential," "very important," "somewhat important," or "of little

Table 5

Percentage of NASP Finalists and Scholars, Merit Finalists and Merit Participants, by Sex,

Indicating Various Life Goals are Essential

Item	Males			Females		
	NASP Finalists and Scholars (N=274)	Merit Finalists (N=427)	Merit Participants (N=342)	NASP Finalists and Scholars (N=351)	Merit Finalists (N=362)	Merit Participants (N=384)
1. Becoming happy and content	78.5	57.3	81.6	79.8	66.2	83.8
2. Being well-off financially	16.1	8.2	14.4	10.8	1.6	4.1
3. Inventing or developing a new product or device	11.0	5.6	1.7	3.7	1.1	1.3
4. Helping others who are in difficulty	47.8	22.4	23.6	57.7	33.2	43.0
5. Becoming accomplished in one of the performing arts	3.3	1.9	3.2	5.1	3.0	5.7
6. Developing a meaningful philosophy of life	77.0	69.7	60.3	82.1	83.1	68.0
7. Becoming an authority on a special subject	44.5	29.8	37.1	42.3	17.4	19.6
8. Doing something which will make my parents proud of me	47.8	16.6	38.5	63.1	19.6	51.3
9. Becoming an outstanding athlete	4.0	0.5	4.0	0.9	1.4	3.9
10. Making sacrifices for the sake of the happiness of others	35.4	15.2	20.7	37.5	18.0	34.8
11. Becoming a community leader	17.2	7.5	7.2	11.6	2.7	4.6
12. Becoming influential in public affairs	17.5	9.8	8.0	9.9	3.3	3.1
13. Becoming a mature and well-adjusted person	91.2	74.1	86.2	96.0	88.6	95.4

14.	Following a formal religious code	46.7	21.7	44.8	43.8	27.0	58.0
15.	Having the time and means to relax and enjoy life	38.3	30.8	42.2	33.5	26.7	40.2
16.	Making a theoretical contribution to science	12.8	18.2	4.6	9.4	6.5	2.3
17.	Making a technical contribution to science	20.1	8.9	5.5	6.2	4.1	1.8
18.	Writing good fiction	4.7	6.1	3.4	9.9	9.0	3.1
19.	Being well read	56.6	42.7	27.6	67.0	54.2	43.8
20.	Obtaining awards or recognition	7.3	6.1	3.7	8.8	3.5	4.6
21.	Never being obligated to people	13.9	7.2	17.0	15.1	6.8	17.3
22.	Keeping in good physical condition	55.5	28.2	46.0	58.8	25.3	52.8
23.	Producing good artistic work	3.6	2.6	4.9	4.5	5.7	3.9
24.	Becoming an accomplished musician	5.8	4.0	2.9	4.0	1.9	4.1
25.	Becoming an expert in finance and commerce	6.6	2.8	6.3	3.7	0.5	1.3
26.	Keeping up to date with political affairs	47.1	34.3	26.2	49.2	30.2	32.0
27.	Being well-liked	29.2	20.0	44.0	33.0	21.0	55.4
28.	Being a good husband or wife	90.5	68.1	85.3	88.9	83.4	96.1
29.	Being a good parent	93.8	73.2	89.1	91.2	83.1	96.9
30.	Finding a real purpose in life	94.9	79.7	87.1	96.9	92.6	93.6
31.	Being active in religious affairs	36.9	18.9	27.0	37.8	25.1	46.9
32.	Having responsibility for the work of others	10.2	7.5	12.4	8.8	2.7	7.0
33.	Avoiding hard work	1.5	0.9	1.1	1.1	0.0	0.8
34.	Engaging in exciting and stimulating activities	34.3	42.7	21.6	35.2	45.0	22.7
35.	Being successful in a business of my own	21.5	5.1	20.7	15.1	0.5	11.3

Note.--Data for a random sample of Merit Finalists and a random sample of participants in the NMSQT were obtained by mail questionnaire in 1962 and are presented for comparative purposes here. The data may not be directly comparable since the Merit Finalists and participants were not assessed in a selection context as were the NASP Finalists.

or no importance" for them. The items and the percentages of three groups of students who responded "essential" are shown in Table 5.

On a large majority of the items the percentage of the NASP Finalists and Scholars was larger than either of the other percentages, and on only one item for one sex was the NASP percentage the smallest of the three. This might be attributable to a response bias since the NASP students were responding in a selection context while the others were not, but it also may be that the aspirations of the NASP Finalists and Scholars are actually higher than those of the other groups.

In interpreting Table 5, only those differences that were significant at the .05 level are considered. On items relating to personal happiness and contentment and to conventional success the NASP Finalists and Scholars exceeded the Merit Finalists and were about the same or only slightly higher than the Merit participants. On interest in formal religion and desire to help others the NASP Finalists and Scholars were much higher than the Merit Finalists, and in most comparisons they exceeded the Merit participants. The NASP Finalists and Scholars exceeded both other groups on interest in political and public affairs. The NASP Finalists and Scholars were like the Merit Finalists in their interest in science, but it seems to be practical rather than theoretical aspects which attracted them most. They were not as interested in "exciting and stimulating activities" as were the Merit Finalists, but they exceeded the Merit participants on this item. They exceeded both groups in the desire to be well read, and the boys exceeded both other male groups in their interest in a philosophy of life (the girls were like the female Merit Finalists in this respect). Both sexes placed more importance than did the Merit participants and Finalists on finding a purpose in life.

On most of the items which seem particularly related to high achievement and status (items 2, 7, 11, 12, 20, 25, 32, 35) the boys exceeded the girls

in all three groups. On many of these items, however, the sex difference was smaller among NASP students, and the difference between NASP girls and the other girls seems greater than the difference between NASP boys and other boys. These data may suggest that the NASP girls are especially success-oriented. Another pair of items queried the importance of being a good spouse and a good parent. The a priori expectation would be that these are more important to girls than to boys, and such is the case for both the Merit Finalists and Merit participants. The NASP girls, however, lag slightly but insignificantly behind the NASP boys in regarding these as essential goals to achieve.

There is a great deal of current speculation and theory about the matriarchal nature of the Negro subculture. Historically, racial injustice seems to have been particularly damaging to the Negro male's role as husband and father. That there is some blurring of sex roles among the NASP Finalists and Scholars is only a suggestion, not a finding, since no rigorous analysis was undertaken. The question surely deserves further consideration.

The Participating High Schools

Students were nominated for the National Achievement Scholarship Program by 1280 high schools, just over 1100 of which completed a school questionnaire. About 370 of the schools with at least one nominee who became a Finalist completed the questionnaire, accounting for 550 of the Finalists. The statistics reported in this section are based upon varying numbers of schools, since not all schools supplied all the information requested.

Rural-Urban. It was reported in the preceding section that the NASP Finalists and Scholars originated from urban areas more frequently than other groups. The same may be true of all the nominees: only 20.4% of the schools which nominated students reported they served a rural area or a town with a

population of less than 5000, while 59% of the nation's high schools in 1960 were in these categories according to the Project Talent reports (Flanagan et al., 1962). Of the schools with at least one nominee who became a Finalist, 16.2% were small town or rural compared with 22.8% of the schools with no Finalists. The difference is significant ($p < .05$).

Size. In view of the urban concentrations of the NASP nominating schools, it is not surprising to find that they are large: the median graduating class size was nearly 200 while the norms from Project Talent place the median for the population at well below 100. Here too the schools with a nominee who became a Finalist were larger than the remaining schools ($p < .001$), although the difference is not great.

Did a student from a large school have a better chance of being nominated than a student from a small school? The finding that larger schools were more likely to make nominations is not convincing evidence since larger schools have more students. The number of Negro high school seniors in small schools is not available, but according to an estimate based on the Project Talent sample in 1960, 32% of the nation's public school seniors were in classes of less than 100. Exactly the same percentage of the NASP nominees were in classes of less than 100, so there is no evidence that being in a large school increased a student's chances of being nominated. Once nominated, however, a student from a large school had a better chance of being chosen a Scholar. The percentages of students of each NASP status who came from classes of less than 100 were: Scholars, 18.4%; Finalists, 25.9%; Commended, 26.7%; below Commended status, 42.3%. The median class size for the Scholars was over 300; the median for the students below Commended status was less than 200.

Percentage of Graduates Entering College. The percentage of the graduates of a high school who enter college is sometimes assumed to be an index of

school quality or of the competition facing an individual student in the school. The median of the reports by the NASP participating schools was slightly over 35%. Slightly over 25% is the median from the population estimates based on the Project Talent sample. However, there are other estimates that do not agree with the Project Talent data, which are now several years old. In 1965 the median percentage of graduates entering college reported by the 17,582 high schools that participated in the National Merit Scholarship program was about 45%. There are approximately 25,000 high schools in the nation, and the schools participating in the Merit program are probably not representative of the total: they seem likely to have a high percentage of graduates entering college. If the 7,000 schools not participating in the Merit Program are all added to the bottom of the distribution, the median drops to around 33%, which is not very different from the result from NASP nominating schools. Berdie and Hood (1965) reported data for the state of Minnesota in 1961 showing the median percent of graduates entering college for a sample of 547 schools to be about 33%.

While the comparison between the NASP nominating schools and the population is not clear, the median percentage of graduates entering college for schools with a nominee who became a Finalist was higher than the median for the remaining schools ($p < .05$), but the difference was not large. The median for the Finalist schools (N=357) was about 38%; the median for the remaining schools (N=651) was about 34%.

Although the overall difference was not large, the tendency for schools with nominees who became Finalists to send a larger proportion of their graduates to college was marked in geographic Areas 2 and 3, the primarily Southern states. In Area 2 the Finalist school median was about 37% (N=108); the median for the remaining schools was about 25% (N=173). In Area 3 the

Finalist school median was about 38%; the median for the remaining schools was about 29%. In both areas the difference was significant ($p < .001$).

Area Served. Of the NASP nominating schools 24.1% checked "low income area" as the neighborhood served (N=863). The comparable statistic for the Project Talent sample was 10.8%.

Public-Private. Nationally, 86.1% of the NASP schools classified themselves as public (N=1102); the Project Talent estimate for the population is very close to this, 84.0%. Of the schools which participated in the National Merit program in 1965, 80.1% classified themselves as public. Overall, there was little difference between the schools with and without Finalists in this respect, but in Areas 2 and 3 combined 87.5% of the schools with Finalists were public and 93.0% of the schools without Finalists were public; the difference was statistically significant ($p < .05$).

Percentage of Negroes. Table 6 shows the percentage of Negroes in the NASP nominating schools. Nationally, the schools with Finalists had larger percentages of Negroes than those without Finalists. Within Areas 2 and 3 the difference was not statistically significant, but it was significant in Area 1 ($p < .001$) and Area 4 ($p < .01$).

Since Areas 2 and 3 include the Southern states, the percentage of schools that were less than all Negro may seem high, in view of the pace of Southern school integration. But over half of these integrated schools were nonpublic or were located in a border or Western state such as Maryland or Oklahoma.

Schools with higher concentrations of Negroes were more likely to have nominees who became Finalists. But what of the first step in the selection procedure? Do the schools which participated in the program differ from the population of schools? According to Project Talent's population estimates 31.6% of U. S. high schools in 1960 had some Negroes. It is this subgroup

Table 6

Percentage of NASP Participating Schools by Area, NASP Status of Nominees, and Percentage of the Student Body which is Negro

Percentage of Negro Students	Area 1			Area 2			Area 3			Area 4			Total		
	F[a]	NF[b]	T[c]	F[a]	NF[b]	T[c]	F[a]	NF[b]	T[c]	F[a]	NF[b]	T[c]	F[a]	NF[b]	T[c]
0- 9	33.3	52.5	46.8	8.3	13.3	11.4	7.7	10.5	9.3	32.4	60.6	53.2	19.2	36.2	30.4
10-19	19.5	21.2	20.7	4.6	5.0	4.8	2.2	4.0	3.3	18.9	22.1	21.3	10.6	14.1	12.9
20-29	13.0	9.6	10.6	1.8	1.7	1.7	1.1	0.8	0.9	8.1	6.7	7.1	6.1	5.6	5.7
30-39	7.3	6.1	6.5	--	2.2	1.4	--	0.8	0.5	5.4	1.9	2.8	3.1	3.6	3.4
40-49	4.9	3.4	3.8	0.9	--	0.3	--	--	--	2.7	1.9	2.1	2.2	1.7	1.9
50-59	1.6	1.7	1.7	--	1.1	0.7	--	--	--	5.4	--	1.4	1.1	1.0	1.0
60-69	3.3	0.7	1.4	1.8	0.6	1.0	--	--	--	5.4	1.9	2.8	2.2	0.7	1.2
70-79	3.3	1.4	1.9	--	0.6	0.3	--	--	--	--	--	--	1.1	0.7	0.8
80-89	1.6	0.3	0.7	0.9	--	0.3	1.1	--	0.5	5.4	1.9	2.8	1.7	0.4	0.8
90-99	9.8	2.0	4.3	5.5	4.4	4.8	2.2	0.8	1.4	16.2	1.0	5.0	7.2	2.3	4.0
All	2.4	1.0	1.4	76.1	71.3	73.1	85.7	83.1	84.2	--	1.9	1.4	45.6	33.8	37.8
Number of schools	123	293	416	109	181	290	91	124	215	37	104	141	360	702	1062

a Schools with at least one nominee who became a Finalist
b Schools with no nominee who became a Finalist
c Total schools

Table 7

Percentage of NASP Participating Public High Schools in Cities of Less than 250,000 by Region and Percentage of the Student Body which is Negro

Percentage of Negro Students	Southern States[a]			Remaining States		
	F[b]	NF[c]	T[d]	F[b]	NF[c]	T[d]
0- 9	4.2	6.2	5.5	25.9	51.6	45.7
10-19	0.8	3.6	2.6	25.9	19.5	21.0
20-29	0.0	0.4	0.3	9.4	10.1	9.9
30-39	0.0	0.4	0.0	2.4	3.5	3.2
40-49	0.0	0.0	0.0	2.4	1.4	1.6
50-59	0.0	0.4	0.3	2.4	0.7	1.1
60-69	0.0	0.0	0.0	2.4	1.0	1.3
70-79	0.0	0.0	0.0	1.2	0.3	0.5
80-89	0.8	0.0	0.3	3.5	0.7	1.3
90-99	2.5	3.6	3.2	7.1	0.3	1.9
All	91.7	85.3	87.5	17.6	10.8	12.4
Number of Responding Schools	120	225	345	85	287	372

a Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia

b Schools with at least one nominee who became a Finalist

c Schools without Finalists

d Total schools

which provides a comparison for the NASP nominating schools since a school had to have at least one Negro to be eligible for participation in the NASP. Of the subgroup 24.4% of the schools were at least 90% Negro. The comparable statistic for the NASP schools was 41.8%. Nationally, schools that were almost entirely Negro were more common among the NASP nominating schools than among schools in general.

Schools in Areas 2 and 3 made up almost half of the NASP nominating high schools, but Southern schools are a considerably smaller part of the national population of high schools. The tendency for the NASP nominating schools to have higher concentrations of Negroes could be due to the excess of Southern schools. To investigate this possibility, the data were rearranged in Table 7 to agree with the state groupings used in the Project Talent reports.

In the South 29.3% of the general comprehensive public high schools in the Project Talent sample in cities of less than 250,000 population had some Negroes. Of these, 84.3% were at least 90% Negro. As shown in Table 7, the comparable statistic for NASP schools was 90.7%. Since the standard error of this percentage is only 1.6, the difference was statistically significant, and it appears that in the South schools less than 90% Negro were less likely to participate in the NASP than those with 90% or more Negro students.

Outside the South 28.6% of the schools in the Project Talent sample had some Negroes, and 7.7% of these were all Negro. The comparable statistic for NASP schools was 14.3%. The standard error of the percentage for NASP schools is 1.8, indicating statistical significance for the difference. It appears that schools with more than 10% white students are less likely to nominate a candidate in the remaining states as well as in the South.

The tendency for more primarily Negro schools to have made nominations may be nothing more than a result of their having more Negro students to

consider, and thus being more likely to have at least one Negro student worthy of nomination.

Achievement of the NASP Participants

Extracurricular Achievement. The nomination form provided for a listing of achievements of the kinds shown in Table 8. Only achievements involving some outside recognition of quality (such as publication, a prize, election to office, selection for a team, etc.) were counted. The standards for judging the achievements were arbitrary, so Table 8 is not useful for comparing the different kinds of achievement. But the change in the percentages as NASP status changes is an indication of the nature of the selection that occurred.

Table 8

Percentage of NASP Participants by Status Reporting Various Achievements[a]

Achievement Area	Scholars		Finalists		Commended		Remainder	
	Male (N=89)	Female (N=111)	Male (N=196)	Female (N=243)	Male (N=711)	Female (N=1247)	Male (N=653)	Female (N=1048)
Academic	96.6	99.1	93.0	97.1	83.6	90.5	74.7	84.4
Leadership	79.8	71.2	70.4	80.7	65.0	68.0	64.2	67.7
Science, Research	30.3	15.3	16.1	10.3	9.3	8.7	11.9	9.8
Science, Academic	46.1	37.8	42.5	38.3	23.6	24.6	9.8	9.7
Art	6.7	9.0	10.2	6.2	9.0	5.9	9.5	6.7
Music	32.6	42.3	30.1	30.9	22.5	29.8	25.4	29.8
Writing	47.2	55.9	36.6	42.4	27.3	36.3	20.7	28.8
Speech	48.3	45.0	31.2	35.0	20.7	25.3	21.0	21.3
Dramatics	29.2	20.7	19.4	23.0	13.9	22.1	21.0	26.0
Athletics	47.2	11.7	36.0	18.5	43.6	14.1	51.0	16.5
Work or job	19.1	2.7	14.0	5.8	9.1	3.8	6.7	2.7
Service	4.5	21.6	2.2	7.8	1.8	8.5	2.0	7.4

a In comparing Scholars with any other group, when percentages are extreme---i.e., 10 or 90---a percentage point difference of about 7 is statistically significant at the .05 level; when percentages are around 50 a percentage point difference of about 11 is significant at the .05 level. In comparing Finalists with the lower categories a percentage point difference of about 5 is significant when percentages are extreme, a difference of about 8 when percentages are near 50. For the two lowest status groups differences of about 3 are significant with extreme percentages, 5 with percentages near 50.

Most of the achievements in Table 8 show a positive relationship with NASP status: the achievements are more common with higher status participants. The positive relationship seems clear for both sexes for academic achievement, achievement in science, achievement in writing, and speaking achievement. Among boys there was also a positive relationship for leadership, work achievement, and achievement in dramatics. These relationships generally held across all statuses--the percentage for each status was higher than for the adjacent lower status--which means that both selection committees chose achievers in these areas.

For some of the achievements there were differences between the decisions of the two selection committees. For girls music achievement was not significantly more common among Finalists and Scholars than among students of lower NASP status, but those chosen as Scholars had more music achievement than the Finalists not chosen. The area of service presents a similar situation for girls: the achievement was only slightly more common among Finalists and Scholars than among lower NASP status participants but there was a considerable difference between Scholars and the remaining Finalists. The decisions of the first committee were little related to athletic achievement for girls; the girls chosen by the second committee had somewhat fewer athletic achievements. The girls chosen by the first committee had more achievement in leadership, but the decisions of the second committee reversed the trend.

For boys there was a tendency for those chosen as Finalists to be without athletic achievement, but more Scholars than Finalists were athletic achievers. The choices of the first committee tended to include music achievers; the second committee's decisions were not significantly related to achievement in this area.

It is possible to interpret the differences between the committees' decisions as the result of more differentiation of sex roles by the second committee.

Where the first committee chose girls with leadership achievement, the second committee reversed the selection. In addition, the second committee chose girls without athletic achievement and girls with achievement in music and service. In one difference for boys the first committee tended to choose boys without athletic achievement; the second committee chose athletic achievers.

The finding of some differences in the committees' decisions is not evidence of deliberately differing strategies, however. If an achievement is correlated with other information used by a committee, it may be related to the decisions of the committee even if the committee ignored it. The committees were faced with different situations and the second committee had more information. Specifically, the second committee had access to test scores, and some of the effects of their decisions might be attributable to correlations with the test. And there was other information available only to the second committee.

Table 9

Number of Participants with Various Standings in High School Graduating Class

Percentile Rank in High School Graduating Class	Male		Female	
	Scholars (N=84)	Below Commended Status[a] (N=84)	Scholars (N=104)	Below Commended Status[a] (N=104)
99	40	1	57	4
98	11	2	15	7
97	9	6	4	7
96	5	12	4	9
95	1	5	7	5
94	3	4	3	10
93	2	5	0	11
92	3	2	2	5
91	1	4	2	3
90	0	2	0	5
89	0	3	0	2
88	2	2	3	1
below 88	7	34	7	35

a A random sample equal in number to the Scholars was selected from the participants below Commended status for comparison.

Academic Achievement. Table 9 shows the extent to which superior academic performers were selected as Scholars. The difference between the Scholars and the random sample of participants below Commended status was, of course, highly significant statistically. Over half of the Scholars were above the 99th percentile in their graduating classes, and only slightly more than 10% were below the 90th percentile. In contrast, over 40% of the other students were below the 90th percentile and less than 3% above the 99th percentile. The sex difference in academic performance among the Scholars was very slight and not statistically significant.

Some of the differences in high school rank shown in Table 9 may be attributed to the fact that Scholars attended larger high schools than did the other students: in a class much smaller than 100 the top student cannot attain the 99th percentile.[2] Only 18% of the Scholars were in classes of less than 100; 40% of the students below Commended status were.

Test Scores. The test administered to the Finalists and used in further selection consisted of both forms of the Word Usage (vocabulary) test from a previous year of the National Merit Scholarship Qualifying Test. Each form included 88 items. Table 10 shows the distribution of the average scale score for the two forms for NASP Finalists and Scholars and the percentile ranks derived from second semester high school juniors.

The aim of the NASP was not necessarily to select students with high test scores or any other single attribute but to look for evidence of actual achievement which predicts college success. Therefore, the data in Table 10

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2. For example in a class of 25 students the top student is at the 96th percentile.

Table 10

Percentage of NASP Finalists by Status and Selection Test Score

Average Scale Score	High School Juniors Percentile	Scholars (N=200)	Scholars and Finalists (N=626)
32	99	3.5	1.1
31	99	13.5	4.3
30	99	21.5	7.7
29	99	14.0	8.3
28	98	16.5	9.0
27	97	8.0	6.2
26	96	6.5	6.4
25	93	6.0	7.4
24	90	5.0	9.6
23	87	2.0	7.4
22	84	2.0	8.5
21	80	1.0	4.6
20	75	.5	6.1
19	69	--	3.0
18	63	--	2.7
17	57	--	2.1
16	50	--	2.4
15	43	--	1.6
14	37	--	1.0
13	31	--	.3
12	26	--	.3
11 or less	21	--	.2

are not direct evidence of the effectiveness of the selection procedure. The magnitude of the scores is of interest, however. If the Finalist selection located the nation's 626 highest scoring Negro students, which is considerably less than 1 percent of eligible students, and if Negroes performed as well on this test as did the primarily white standardization samples, all of the Finalists would have scored above the 99th percentile. In fact, 21.4 percent of them reached this level. In an absolute sense, of course, the scores were not low. Practically all of the Scholars scored higher than 90 percent of high school juniors.

The results of the test evidently were influential with the selection committee: the Scholars scored considerably higher than the total group of Finalists. The maximization of test scores was not the committee's sole strategy, however, since all 200 Scholars could have come from those above the 89th percentile, allowing for the required geographic distribution.

Table 11 shows the average of the Form A and B scores separately for the geographic areas. Scores in Areas 1 and 4 were significantly higher than those in Areas 2 and 3 ($p < .001$). In addition, scores in Area 2 were higher than those in Area 3 ($p < .02$). There were no statistically significant sex differences in test scores.

A search of the National Merit Scholarship Qualifying Test (NMSQT) roster was made to locate the scores of the NASP participants who had also participated in the National Merit Scholarship competition.[3] More who reached higher NASP status had taken the NMSQT. NMSQT scores were located for 89.5% of the

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3. These scores were not available at the time the selection committee met.

Table 11

Percentage of NASP Finalists and Scholars by

Area and Selection Test Score

Average Scale Score	High School Juniors Percentile	Area 1 (N=206)	Area 2 (N=199)	Area 3 (N=156)	Area 4 (N=65)
32	99	1.0	--	0.6	--
31 - 31.5	99	4.9	3.0	1.9	7.7
30 - 30.5	99	11.7	4.5	2.6	12.3
29 - 29.5	99	16.0	3.0	3.2	10.8
28 - 28.5	98	11.7	5.5	7.1	13.8
27 - 27.5	97	9.2	9.0	6.4	3.1
26 - 26.5	96	6.8	6.0	2.6	12.3
25 - 25.5	93	11.7	4.0	5.1	4.6
24 - 24.5	90	8.7	10.6	6.4	9.2
23 - 23.5	87	9.7	10.6	7.7	3.1
22 - 22.5	84	5.3	10.1	7.7	4.6
21 - 21.5	80	1.9	5.5	10.3	6.2
20 - 20.5	75	0.5	10.1	9.6	1.5
19 - 19.5	69	1.0	5.0	7.1	3.1
18 - 18.5	63	--	3.0	3.2	3.1
17 - 17.5	57	--	2.5	3.8	3.1
16 - 16.5	50	--	3.5	5.1	--
15 - 15.5	43	--	2.5	4.5	--
14 - 14.5	37	--	1.0	2.6	--
13 - 13.5	31	--	--	1.3	1.5
12 - 12.5	26	--	0.5	0.6	--
11.5 or less	21	--	--	0.6	--

Table 12

Percentage of NASP Participants by Status and NMSQT Selection Score

NMSQT Selection Scores	High School Juniors Percentile	Merit Participants Percentile	Scholars (N=179)	Scholars and Finalists (N=504)	Commended (N=1281)	Remainder (N=783)	Total (N=2568)
143 and higher	99	97	5.0	2.2	0.5	0.1	0.7
138 - 142	98	95	10.1	4.0	0.5	0.5	1.2
133 - 137	97	91	11.7	6.9	1.8	0.4	2.4
128 - 132	95	85	16.2	9.1	2.7	1.4	3.5
123 - 127	93	79	10.6	10.3	4.8	1.9	5.0
118 - 122	90	71	17.9	11.5	7.0	1.8	6.3
113 - 117	87	62	8.9	9.1	9.5	5.4	8.2
108 - 112	83	53	5.6	9.9	10.4	5.1	8.7
103 - 107	79	45	5.6	9.9	9.8	7.5	9.2
98 - 102	74	36	3.9	6.9	11.2	8.4	9.5
93 - 97	69	28	3.4	7.5	10.0	11.1	9.9
88 - 92	63	21	--	3.2	8.5	10.7	8.1
83 - 87	57	16	0.6	3.0	7.3	10.1	7.3
78 - 82	51	11	--	3.6	5.8	8.4	6.2
73 - 77	45	7	--	1.4	3.9	6.5	4.2
68 - 72	39	5	--	0.2	2.4	5.0	2.8
63 - 67	32	3	0.6	0.8	1.5	4.5	2.3
58 - 62	26	2	--	0.4	0.9	5.0	2.1
53 - 57	20	1	--	--	0.7	2.7	1.2
52 or lower	15	1	--	--	0.7	3.4	1.4

Scholars, 75.7% of the Finalists, 65.4% of the Commended students, and 46.0% of the students of less than Commended status.

NMSQT scores of NASP participants are presented in Table 12. The relationship with NASP status is obvious. The median selection score for the total group of participants with scores available was about 100; the median of those selected as Finalists was about 115; the median of the Scholars was about 125. These differences are significant ($p < .001$).

Since having taken the NMSQT was related to NASP status, and since it is known that those students in general who take this test tend to be higher in ability than those who do not, it seems likely that the scores in Table 12 are higher than scores for all 4288 participants would have been. Further, since a larger percentage of lower NASP status participants did not take the NMSQT, the score difference by NASP status would perhaps be increased, and certainly not decreased, if scores were available for all participants.

The NMSQT percentile scores of the Scholars and Finalists reported in Table 12 are lower than the comparable scores on the selection test reported in Table 10. The median score on the NMSQT was around the 87th percentile (high school juniors); the selection test median was around the 93rd percentile. Only 2.2% reached the 99th percentile on the NMSQT compared with 21.4% on the selection test. The differences between the NMSQT percentiles and the selection test percentiles were highly significant statistically.

Although the elevations of the distributions differed, the correlation between the NMSQT scores and the selection test was .77. Since there was approximately a year between the test administrations and since vocabulary is only part of the NMSQT, the relatively high correlation indicates that the selection test was probably a good index of overall ability.

When Scholars alone are considered the NMSQT scores were also lower than the selection test scores, and the difference appears to be greater than for the Scholars and Finalists together. The median of the Scholars on the NMSQT was around the 93rd percentile. The selection test median was at the 99th percentile; the Form B median was above it. Only 5.0% of the Scholars reached the 99th percentile on the NMSQT.

Among the things which could account for such a difference are: (a) regression to the mean in the case of the Scholars, (b) a superiority of vocabulary ability over other abilities, (c) the intervening year of growth and schooling between test administrations, (d) different motivation (when the selection test was taken the students knew they were Finalists, with a relatively good chance of winning a scholarship), (e) test administration differences (the NMSQT is a tightly proctored test administered to groups; the selection test was administered to only a very few students in each school).

Fifer (1965) found that Negroes scored higher on vocabulary tests than on other tests, but for the NASP Finalists and Scholars who took the NMSQT the difference was not very great. The subtest means were: Word Usage (vocabulary), 22.83; English Usage, 22.79; Mathematics Usage, 22.71; Social Studies Reading, 22.63; Natural Sciences Reading, 22.03. The Word Usage mean weighted five times would be 114.15, while the mean Selection Score (the sum of the five subtests) was 112.94.

For the Scholars alone the differences in subtest means were larger: Word Usage, 26.22; Social Studies Reading, 25.18; English Usage, 24.85; Natural Sciences Reading, 23.97; Mathematics Usage, 23.47. This indicates that superiority of vocabulary test scores may account for some of the differences between Scholars and Finalists on the NMSQT.

The Word Usage subtest scores of the Scholars and Finalists who took the NMSQT are presented in Table 13. The nature of this test is the same as the selection test presented in Table 10. For the Scholars alone the median of the Word Usage scores in Table 13 was around the 94th percentile, and 18.5% scored above the 99th percentile. Although the NMSQT Word Usage scores were lower than the selection test scores, they were higher than the Selection Scores on the full NMSQT ($p < .05$). Thus, the superiority of vocabulary performance accounts for some of the difference between NMSQT scores and selection test scores among the Scholars.

For the Scholars and Finalists together the median of the Word Usage scores was around the 87th percentile, which is about the same as on the full NMSQT. The 99th percentile was attained by 7.4%, somewhat more than reached this level on the full NMSQT, and the effect is that the Word Usage scores appear less different from the selection test than did the full NMSQT.

The correlation between the Word Usage scores and the selection test scores was .89, indicating that the difference in elevation had little effect on the rank order of persons.

The full NMSQT scores are probably the best available indication of the ability of the Scholars and Finalists. Although very few reached the 99th percentile, the scores are not low by absolute standards. The mean selection score of all participants in the 1964 test, primarily college-bound students, was 106.25, and 89.9% of the NASP Scholars scored higher. In one study of the NMSQT the mean score of 951 graduates of six large colleges and universities was 108.55 (SRA, 1964).

Table 13

Percentage of NASP Scholars and Finalists by Status and NMSQT Word Usage Score

Scale Score	High School Juniors Percentile	Merit Participants Percentile	Scholars (N=179)	Scholars and Finalists (N=504)
32	99	99	0.6	0.2
31	99	99	6.7	2.8
30	99	97	11.2	4.4
29	98	94	9.5	5.0
28	97	92	9.5	4.6
27	95	87	11.7	8.9
26	93	83	11.7	6.7
25	91	77	11.2	8.1
24	88	70	4.5	6.7
23	84	63	8.4	6.9
22	80	56	4.5	6.9
21	77	50	3.9	6.0
20	75	44	3.4	6.5
19	70	37	0.6	5.6
18	64	29	1.7	5.4
17	57	22	1.1	4.6
16	50	16	--	3.6
15	44	10	--	3.4
14	38	7	--	2.2
13	33	5	--	0.6
12	28	3	--	0.8
11	23	2	--	0.2

Plans of the NASP Participants

College Choice. The colleges more than one male Scholar wanted to attend (the choices were indicated on the nomination form, before NASP status was known) were: Harvard, named by 16; Princeton, 7; Yale, 7; Cornell, 5; Stanford, 4; Morehouse College, 4; Michigan State, 3; Duke, 3; Howard, 2; Illinois Institute of Technology, 2; Amherst, 2; Carleton, 2; Fisk, 2. Except for Tulane, Amherst and Carleton, these institutions were also among those named by four or more of the Finalists and Scholars together. Pennsylvania State and the University of California at Los Angeles were also in the latter group. When the same institutions appear in both lists, the percentage of Scholars who named them was in most instances higher than the percentage of Finalists who named them.

The colleges named by more than one of the female Scholars were: Howard, chosen by 6; Swarthmore, 6; Mount Holyoke, 5; Radcliffe, 5; Smith, 5; Wellesley, 5; Fisk, 4; Oberlin, 4; and Michigan State, Cornell, Bryn Mawr, Indiana, Barnard, Bennett, Antioch, Immaculate College and Pennsylvania, all chosen by two Scholars. All of these institutions except Cornell, Bryn Mawr, Indiana, Barnard, Bennett, Immaculate College, and Pennsylvania were also chosen by four or more of the Scholars and Finalists together, as were Clark College, New York University and Duke. As was the case for the boys, the percentage of Scholars choosing the institutions common to both lists was higher than the percentages of Scholars and Finalists together choosing them. The tendency for the Scholars to concentrate their choices in a relatively few institutions was greater for the boys than for the girls, largely because of the popularity of one institution, Harvard.

These choices were obtained well in advance of college entry, of course, and it is to be expected that many changes will take place before the students actually enter college.

Major Field. Table 14 shows the percentages of NASP participants naming various prospective college major fields.

Table 14

Percentage of NASP Participants Choosing Various College Major Fields by Sex and Status

Major Field	Per cent of Groups							
	Scholars		Finalists		Commended		Remainder	
	Male (N=89)	Female (N=111)	Male (N=186)	Female (N=243)	Male (N=711)	Female (N=1247)	Male (N=653)	Female (N=1048)
Biology	6.7	8.1	4.3	4.1	4.2	4.0	4.0	4.0
Chemistry	5.6	5.4	6.5	3.3±	4.6	1.8	2.8	1.8
Physics	7.9	1.8	5.4±	0.4	2.5	0.5	1.4	0.3
Science, other and general	4.5	7.2	5.9	4.1	4.8	3.7	6.4	3.1
Mathematics	9.0	7.2*	13.4	14.8±	9.3	11.1	10.9	6.1
Engineering	19.1	--	24.7	--	21.9	0.4	16.8	0.1
Premedicine	12.4	7.2	10.8	5.8±	9.4	4.3	6.0	3.0
Nursing	--	--	--	3.3±	--	4.9	--	7.3
Health, other	--	1.8	1.1±	3.7	2.3	4.3	3.7	2.9
Education	1.1	-- *	1.6	6.6±	2.1	12.6	4.0	16.6
Law, prelaw	3.4	--	2.2	0.4	2.0	1.0	3.4	0.8
Business	--	--	3.8	2.9	3.4	3.1	4.1	5.3
Secretarial studies	--	--	--	-- ±	--	1.0	--	3.9
Psychology	2.2	9.9	0.5	6.2	1.5	6.4	1.2	3.4
Social Science	10.1*	14.4*	2.2	5.8	6.8	8.4	7.0	7.8
History	--	2.7	2.2	1.6	2.3	0.7	1.8	1.2
English	1.1	7.2	1.1	3.7	1.0	6.7	0.9	7.7
Languages	1.1	9.0	1.1	7.4±	1.0	5.1	0.8	2.8
Humanities, other and general	-- *	2.7	4.8±	5.3±	6.9	5.9	7.4	7.2
Other	1.1	--	0.5±	5.8	1.4	3.4	4.1	5.3
Undecided	11.2	14.4	5.4±	11.9±	9.0	6.7	6.4	3.4
No response	3.4	0.9	2.7	2.9	3.7	3.9	6.9	6.0

* Scholars significantly different from Finalists ($p < .05$)

± Scholars and Finalists together significantly different from Commended and Remainder together ($p < .05$)

When some major fields were combined, more NASP status differences were statistically significant. Generally, boys who were named as Finalists (including Scholars) were more likely than the remaining boys to have planned majors in science and mathematics combined, and in physics within this category, and were less likely to have planned majors in the humanities areas. Also, male Scholars were below the remaining male Finalists on humanities majors and social science majors.

Girls who were named as Finalists (including Scholars) were more likely than the remaining girls to have planned majors in the science and mathematics combination, and in chemistry and mathematics within this category. These girls also exceeded the remaining girls in planning majors in premedicine and languages. They were less likely than the remaining girls to plan majors in education, secretarial studies, and nursing. The female Scholars were above the remaining Finalists on majors in social science and in the humanities combination, and below the remaining Finalists on mathematics and education majors.

The NASP participants, especially those of higher NASP status, plan fewer majors in the fields of education and business when compared with the representative sample of Project Talent. It is in premedicine, mathematics and the physical sciences majors that the NASP participants exceed the Project Talent sample and the difference is made up.

Career Choice. Boys who were named as Finalists (including Scholars) were more likely than the remaining boys to have planned careers as physicists or physicians, and were less likely than the remaining boys to have planned careers in teaching and health fields other than medicine. Boys chosen as Scholars exceeded the remaining male Finalists on planned careers in law and writing or journalism.

Table 15

Percentage of NASP Participants Choosing Various Careers by Sex and Status

Career	Per cent of Groups							
	Scholars		Finalists		Commended		Remainder	
	Male (N=89)	Female (N=111)	Male (N=186)	Female (N=243)	Male (N=711)	Female (N=1247)	Male (N=653)	Female (N=1048)
Biologist	1.1	2.7	--	1.2	2.1	1.3	1.7	1.0
Chemist	4.5	4.5	4.3	2.7±	3.4	1.3	2.5	0.7
Physicist	7.9	1.8*	5.4±	--	2.3	0.6	1.4	0.3
Mathematician	3.4	1.8*	7.5	9.1±	3.4	4.7	4.4	2.7
Scientist, other and general	6.7	5.4*	2.2	1.6±	3.1	0.9	3.5	1.6
Psychologist	1.1	9.9	--	5.3±	1.1	4.2	0.9	2.4
Social scientist	--	5.4*	--	0.4	1.0	0.6	0.2	0.6
Social worker	--	3.6	0.5	2.9±	0.7	5.5	1.4	6.6
Physician	15.7	11.7	13.4±	8.2±	10.0	5.9	7.7	3.9
Nurse	--	-- *	--	3.7±	--	5.2	--	9.5
Laboratory technician	--	2.7	1.1	2.9	1.3	3.9	1.7	3.1
Other health fields	--	1.8	1.6±	5.3	2.7	4.2	4.6	3.2
Engineer	19.1	--	25.8	1.2	22.5	0.7	17.8	0.1
Computer programmer	1.1	0.9	2.7±	1.6±	0.7	0.6	0.5	0.4
Lawyer	10.1*	1.8	3.8	2.7	5.2	1.7	6.1	1.3
Clergyman	--	--	--	0.4	0.4	0.2	0.5	0.4
Writer, journalist	2.2*	2.7	--	0.8	1.1	2.2	1.5	1.2
Artist, designer	--	--	--	2.7	0.3	1.0	1.1	1.4
Musician, entertainer	--	0.9	1.1	0.8	1.0	0.9	1.4	1.2
Government service	1.1	1.8	0.5	0.8	1.1	1.1	0.6	0.5
College professor	--	0.9	3.2	1.2	1.3	1.3	1.4	0.9
Teacher	2.2	10.8*	4.8±	21.0±	9.8	28.8	14.7	36.5
Business	--	--	3.8	3.3	3.5	2.6	4.9	1.6
Secretary, clerical	--	--	--	0.4±	--	2.4	--	5.6
Interpreter	1.1	5.4	--	4.1±	0.6	2.1	--	0.5
Other	3.4	2.7	4.3±	2.9	6.0	3.6	8.6	3.1
Undecided	18.0	18.9	12.9	12.3±	13.5	11.5	9.3	7.1
No response	1.1	1.8	1.1	2.7	2.0	1.2	1.8	2.5

* Scholars significantly different from Finalists ($p<.05$)

± Scholars and Finalists together significantly different from Commended and Remainder together ($p<.05$)

Girls who were named as Finalists (including Scholars) were more likely than the remaining girls to have named careers in chemistry, general science, mathematics, social science, medicine, and as interpreters. They were less likely than the remaining girls to have named careers as social workers, nurses and other health fields, teachers, and secretaries. Girls chosen as Scholars exceeded the remaining female Finalists on planned careers in physics, general science, and social science, and the Scholars were below the remaining female Finalists in planning careers in mathematics, nursing, and teaching.

The career choices of the male NASP Finalists and Scholars were not very different from those of National Merit Finalists, as was also the case for college major field. Somewhat fewer of the male NASP Finalists and Scholars wanted to be teachers (including college teaching) and somewhat fewer of the male Merit Finalists (N=6525) wanted to be engineers.

Among girls there was more difference between the NASP Finalists and Scholars and the Merit Finalists. Considerably more Merit girls (N=3428) planned teaching careers (including college teaching) and more of them planned careers in government service, journalism and library work. More of the NASP girls planned careers in business, psychology, social work and as interpreters. About 14 percentage points separated the two groups in regard to a teaching career; the other differences, although smaller, were statistically significant, ranging from one to four percentage points.

Educational Plans. Table 16 shows the highest educational level which the NASP Finalists and Scholars planned to achieve and presents the same information for a sample of National Merit Finalists and a random sample of participants in the National Merit Scholarship program. In their desire for advanced education the NASP Scholars and Finalists were much more like the Merit Finalists than the other students. The percentage of NASP girls

Table 16

Per cent of NASP Finalists and Scholars, Merit Finalists and Merit Participants Aspiring to Various Educational Levels

Educational Level	Males			Females		
	NASP Finalists and Scholars (N=274)	Merit Finalists (N=427)	Merit Participants (N=342)	NASP Finalists and Scholars (N=351)	Merit Finalists (N=362)	Merit Participants (N=384)
High School Diploma	0.4	--	0.3	0.3	0.3	0.8
Non-college Training	--	--	1.5	0.3	0.3	8.3
College, no Degree	1.1	--	2.6	0.8	0.6	7.6
B.A. or B.S.	5.8	5.8	32.5	13.1	22.6	49.0
Master's Degree	24.8	21.3	31.0	39.3	45.6	27.1
Ph.D.	42.7	57.1	11.1	32.2	25.1	2.6
M.D.	15.0	7.0	8.5	10.3	4.7	3.9
D.D.S.	1.1	--	2.9	0.3	--	--
LL.B.	5.5	7.5	7.6	2.0	0.8	0.5
B.D.	--	0.7	0.9	--	--	--
Other	3.3	--	0.9	1.4	--	--

seeking a degree beyond the bachelor's was higher than the percentage for Merit girls ($p < .01$).

Significantly more Merit boys seek the PhD ($p < .001$); significantly more NASP boys seek the M.D. ($p < .001$). The percentage of Merit girls seeking the PhD and the M.D. was lower than the percentage of NASP girls (PhD, $p < .05$; M.D., $p < .01$).

Discussion

The goal of the first NASP selection program was to identify the most intellectually promising Negro high school seniors in four regions of the United States. Consideration for a scholarship depended upon recommendations from school officials and on evidence of academic achievement, and the students selected were indeed exceptional in these respects. Test scores were given less weight because many feel that they are less appropriate or valid for Negro students. As a result the students awarded scholarships were not as outstanding with regard to test scores as they would have been had testing been given more weight.

The students selected had better socioeconomic backgrounds than those not selected, suggesting that student ability is associated with family socioeconomic status in the Negro community much as it is in the white. The correlation of student test score with family income was about the same as has been found for white groups and it was not lower in the Southern states where restricted economic opportunities for Negroes might be expected to attenuate the relationship.

Tests have been criticized for discriminating against students from deprived environments. Would reliance on test scores alone have produced a higher relationship between Scholar selection and socioeconomic background than the NASP selection procedure did? The median family income of Scholars selected by the selection committee was $8,300. The median family income of the 200 Finalists with the highest test scores was $8,000. In the final phase of selection, therefore, the test scores alone would not have identified students from families with more income than those Scholars actually chosen by the selection committee. Whether or not test scores would have been less related to economic status than the original nominations and the first selection of Finalists were is unknown.

This discussion of the relationship of family income to ability should not be interpreted to mean that no needy students were identified. Over half of the families of Finalists had incomes of less than $6,000 and thus would be expected to have great difficulty sending their children to college. This income level is far below that of National Merit Finalists.

Many of the schools and about half of the students who were involved in the initial nomination phase of the program did not participate in the National Merit Scholarship talent search. But at each stage of selection the students who were involved in the National Merit program were more likely to be selected than those who were not involved so that in the end ninety percent of the scholarships were awarded to students who participated in the National Merit program. Since only about one-third of all high school students participate in the National Merit program, the overlap at the upper NASP selection levels is striking.

The program succeeded in finding Negro students who were outstanding with regard to both test scores and achievements. Almost all of the Scholars ranked very high in their high school classes and had test scores above the mean of students who enter college. They did not score as high as Finalists in the National Merit program, which was to be expected, since they were not rigorously selected on test scores as National Merit Finalists are. Since the pool of candidates was established through school nominations rather than test scores the nature of the nominees with regard to the Negro ability distribution is unknown, and their test scores make very little contribution to the investigation of Negro-white ability differences.

This report on the National Achievement Scholarship Program can only be introductory because data are not yet available about the performance of these students in college. Promising students have been identified, but they have been given difficult assignments. Many students with no tradition of

intellectual achievement in their backgrounds have entered the most prestigious academic communities, where Negroes have rarely been before. How will they perform? What are the characteristics of those who can succeed in this task? Answers to these questions await further follow-ups.

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1. The Inheritance of General and Specific Ability, by R. C. Nichols.

2. Personality Change and the College, by R. C. Nichols.

3. The Financial Status of Able Students, by R. C. Nichols (also in Science, 1965, 149, 1071-1074).

4. Progress of the Merit Scholar: An Eight-Year Followup, by R. C. Nichols and A. W. Astin (also Personnel and Guidance Journal, 1966, 44, 673-686).

5. Prediction of College Performance of Superior Students, by R. J. Roberts.

6. Non-intellective Predictors of Achievement in College, by R. C. Nichols.

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1. Participants in the 1965 NMSQT, by R. C. Nichols.

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